DOCUMENT RESUME

ED 112 373 CS 002 158

AUTHOR Finney, Frank
TITLE Monster Moose Reading.
PUB DATE 75
NOTE 35p.; Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Association (2nd, Calgary, Alberta, Nov. 13-15, 1975)

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Beginning Reading; *Child Language; Language Skills; Primary Education; Reading Materials; *Reading Programs; *Self Concept; Story Telling; *Student Developed Materials; Teaching Techniques

ABSTRACT

Monster Moose (MM) Reading is a program specifically aimed at improving children's language, beginning reading, and self-concept development through the creation and utilization of student-authored reading materials which feature a series of wordless picture books about a magical moose. The MM Program is based on the following general principles of learning: that language, reading, and thinking are interdependent; that children learn new language best if they feel the need for verbal communication; that children learn new language best when it is associated with something they already know or with something they can see or feel; and that children will learn new language best when it is heard and used often. In this document, teaching techniques are suggested in order to help the teacher facilitate listening, develop speaking, aid writing, and promote reading. Ten story outlines for the teacher to elaborate upon and narrate to the class are included. (LL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED112373

MONSTER MOOSE READING

Frank Finney

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Frank Finney
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

CS 002 158

Dr. Frank Finney
Reading Specialist
Learning Assistance Centre
Grande Prairie, Alberta
T8V 2J4

MONSTER MOOSE READING

FRANK FINNEY

LOIS CONNELL - ILLUSTRATOR

"What a dangerous activity reading is, teaching is. All this plastering on of foreign stuff. Why plaster on at all when there's so much inside already? So much locked in? If only I could get it out and use it as working material. And not draw it out either. If I had a light enough touch it would come out under its own volcanic power..."

Sylvia Ashton Warner

TEACHER'S GUIDEBOOK

CONTENTS

What is 'MM'? 2

Instructional Insights 3

Leading a Lesson 5

Supplementary Strategies 10

Story Outlines 13

WHAT IS 'MM'?

'MM' is a program specifically aimed at improving children's language, beginning reading and self-concept development through the creation and utilization of student-authored reading materials. A series of wordless picture books about a magical, mysterious and monsterous moose provide the motivation to learn to read - the eventual objective of the program.

Language - listening, speaking, writing, and reading skills are interrelated through the already existing language of the child and the language model - the teacher.

Reading - is viewed as one language activity and not fragmented, isolated or separated. All language skills are correlated with the art of reading. For example:

What I listen to, helps me to speak;
What I learn to speak, helps me to write;
What I write, I can read.

Using reading material which closely approximates the child's spoken language and assisted reading strategies facilitate the transfer from spoken to printed signals.

Self-Concept - development, particularly the positive qualities a student attributes to his ability to read, are promoted through use of the child's language; small, flexible groups; affective teaching and assisted reading strategies.

INSTRUCTIONAL INSIGHTS

The instructional strategy follows the process of listening, speaking, writing and reading. Let us follow this order in discussing development of the reading material which of course is the ultimate goal.

The teacher first tells the story to the students in simple outline form. Almost all children are enthusiastic about listening to a story.

Since this is the first experience children will have with the materials it is important to establish a friendly, warm and accepting climate.

The children are then invited to regenerate the story to the teacher.

For small children, begin by getting a title for the story or say "What would you like to call your story?" Older students may be divided into smaller discussion groups to help expand their verbal and cognitive repertory by both receiving and expressing language. Such groups usually contibute to a more thoughtful story and provide opportunity for active participation. Socialization is a catalyst for language acquisition.

Write down the story on a language chart, a blank 'MM' booklet or the chalk board.

Have the children as close to you as possible so that the formation of letters and the story can be clearly seen.

Individually or in groups, the children write their own 'MM' story at writing stations or in special story boxes.

A story box can be cardboard, cut out to fit each desk or a large box with a small table set up with writing materials.

Young children can select key words or phrases from the regenerated story and write them on the page entitled "My Own Words." These act as a guide as children work independently. For children who say "I don't know what to write," let them review the pictures and lead them to discuss and develop the story. Here are some suggested questions:

a. Who are these people?

b. What is s/he saying?

c. What is happening?

Children who cannot write, can record their story on a cassette tape or see it written down by the teacher's aide.

The self-authored stories provide both teachers and students with a source of highly motivating material.

LEADING A LESSON

Here are some suggestions for teaching strategies. Not the way, but what seems to be an appropriate way. You may find alternative and additional ways, depending on your teaching style and your students.

TO FACILITATE LISTENING*
SPEAKING
WRITING
READING

Tell the story rather than read it. The story style should be simple and direct. Move the story along clearly, quickly and informally. The fewer the roadblocks of lengthy descriptions or digression for philosophy the better. Emphasize the plot; don't try to paint too many word pictures; use some dialogue; use the present tense; and dramatize.

An important, though often overlooked, aid to help young children remember a story and to eventually read it is to telegraph meaning through repetitive sequence. Over-emphasize repetition for small children to help keep the story simple and as a cue for language regeneration and reading.

See how repetitive sequence was used by students to regenerate this story.

mickey the moose goes to school.
mickey the moose is brushing his teeth.
mickey the moose greets the teacher.
mickey the moose is reading a story called
honk the moose.
the teacher and kids like mickey the moose.

LISTENING
TO DEVELOP SPEAKING*
WRITING
READING

There are four over-all basic assumptions or general principles of learning on which 'MM' is based.

1. Language, reading and thinking are interdependent.

Beginning reading is facilitated by materials which closely approximate the language and experiences of the child.

The other three principles are directly related to language development. Understanding and incorporation of these principles will be crucial to the success you have. Read them carefully and thoughtfully.

2. Children learn new language best if they feel the need for verbal communication.

This implies creating a situation which is interesting enough to stimulate talk. Additionally, it means giving the child opportunity to express his thoughts. Encourage each student to talk about any idea at any time. Accept and respect his/her contributions, rather than correct grammar, slang, or dialect.

3. Children learn new language best when it is associated with something that they already know or with something they can see or feel.

This principle is self-explanatory. Make use of concrete experience in relation to language whenever possible.

We instinctively show a baby a kitten when we repeat "kitty" but often forget that the six-year old needs to visually experience terms such as "above" or "under."

4. Children will learn new language best when it is heard and used often.

The importance of your role as teacher in modeling language cannot be over-emphasized. Children develop and test their notions about the meanings of words and the structure of sentences chiefly through interaction with more verbally mature speakers. Whenever possible, small group instruction will assure ample opportunity for interactive dialogue.

You can help as a model in this dialogue to develop children's language by:

a. Extending a word to a phrase or sentence.

Teacher: "What is happening?"

Student: "Scared."

Teacher: "Yes, the children are scared."

b. Flexing the syntax or word order.

Student: "It fun to play on teeter-tooter."

Teacher: "Playing on the teeter-tooter is fun."

c. Refining meaning or providing more descriptive words.

Student: "Dog is crying."

Teacher: "Yes, the dog is crying -- he is howling."

LISTENING
SPEAKING
TO AID WRITING*
READING

Write down the regenerated stories in 'groups of meaning' as the children say them. Avoid saying each individual word as it is written down. Words do not simply follow one another in unrelated separateness.. Reading is putting meaning to many funny squiggles and lines not individual letters or words. Meaning is gained from word clusters.

Read the following story in 'normal style,'

Mickey the Moose is brushing his teeth and washing his face. He is getting ready to go to school for the first time. Bobby the bird is waiting for him. He is going to go to school too.

and written down in 'groups of meaning.'

mickey the moose
is brushing his teeth
and washing his face.
he is getting ready to go to school
for the first time.
bobby the bird is waiting for him.
he is going to go to school too.

See how the word clusters aid meaning???

The beginning stories should have no capital letters other than captial I, but should use full stops at the end of sentences.

mike the moose has some skates.
I will play hockey he says.
one shoots
two shoots
no one can score a goal.

Captial letters for the beginning of sentences and for proper nouns together with speech marks can be introduced when you feel they will be a worth-while contribution and not confusing.

Punctuation and print can attract or dare a child to read, besides, it's a lot of fun. Be creative with the writing-down process.

See how the following 'invites' you to read.

LISTENING
SPEAKING
WRITING
TO PROMOTE READING*

* One important, though often overlooked aspect of beginning reading, is enjoyment of stories. Do not try to use the procedures from a more formal reading program at this stage of reading. Don't digress from the story to point out similar beginning or ending sounds or similarities and difference between letter and word forms. The payoff for the child is the story. This is a motivating force necessary to sustain the child when he begins to read for himself.

Three simple strategies are suggested for assisting children to read:

1. READING ALONG

Read the story when you have written it down. Read smoothly and expressively but try to point to each word as you are reading it. Avoid word by word reading. Invite the children to read along with you as you sweep your hand from left to right. Rereading is important. Children need to read along with the teacher several times to learn the words, phrases and the story. Ask for volunteers to read words or phrases. Invite children to find words that are repeated in the story or to tell their favourite word and find it in the story. Favourite words can be written on the back page of an 'MM' booklet or on an index card. This can be the beginning of a student's word bank - a collection of words placed into categories: "Words I Know" and "Words I Am Learning." For some students a third bank - "Words I Would Like To Know" can be added. Small boxes or envelopes can be used to store word cards.

2. READING OVER

Children will vary in the amount of time spent in "Reading Over" the story. Moving to independence in reading is a vital process and individual differences must be respected to ensure success. Children generally want to read for themsleves and it is important that they avoid frustration and a sense of failure.

Invite the child to "Read Over" his own story, offering to help. The teacher reads most of the words but "Reads Over" those s/he feels that the child knows.

In practice, the teacher reads along with the student(s), holding back when s/he comes to a word or phrase not known. This technique will become sophisticated as you learn which words and phrases the students know. Confidence and enjoyment of reading are important aspects of the 'MM' program and reinforcements during this stage can greatly enhance the positive qualities a child attributes to his ability to read.

If a child appears frustrated, the story will have little meaning. If this is the case, reread the story and "Read Along." (A tape cassette is useful.)

3. READING IN

The child moves to independence when s/he asks to say the words alone. At this stage the teacher assists the child to read by "Reading In" the few words or phrases not known. Appropriate reinforcements and encouragement together with the story payoff will ensure success experiences and eventual independence in reading.

SUPPLEMENTARY STRATEGIES

A variety of reading methods and materials have been developed in recent years but none of them have been shown to be exclusively superior. It is doubtful that materials or method alone are the main factors in teaching success. Most successful teachers of reading are good without knowing why -- they are good intuitively. However, some teacher behaviors such as enthusiasm, insight into individual differences, positive reinforcement, deviation from the 'prescribed' reading program, diagnostic-prescriptive teaching, and recognition of non-responders can readily be identified in teachers who promote reading success.

Most teachers are eclectic -- the one method teacher probably promotes more reading problems than anything else and is an anachronism the public can ill afford to support.

With a bit of over-simplification we can suggest supplementing any 'sight' approach with some 'phonics' any linguistic approach with some high utility words, and so forth -- but don't be 'brainless' and sell your students only one product.

Some supplementary strategies for beginning reading instruction, to complement the 'MM' program, by developing important reading skills, include:

1. Spoken context: Practice in using context to figure out several words that would make sense where the teacher has omitted a word.

   For example:

   Teacher: "Moose got dressed, he put on his _____."

   Student: "Clothes, coat, pants, vest."

2. Initial consonant sounds: Associating the initial sounds in words with the letters which represent them.

   For example: (Complete activity funsheets by cutting out the pictures and pasting them in the appropriate column.)

3. Letter names: Using matching, identifying and naming games to teach recognition of upper and lower case letters.

   For example:

   Prepare a deck of cards with all 26 letters printed in lower case on one side, upper case on the other. Set aside all cards mastered. Take the unknown letters and teach one at a time, not necessarily in alphabetical order.

Say to the student, "This is z. Say it. What is this letter?" Teach easily confused letters such as b and d, m and n, p and q, and others at separate times.

Use the alphabet cards, three at a time. Say to the student as you point to one unknown letter. "This is t. Point to the letter t. What is this?"

An alphabet train around the room or alphabet strips should be available together with manipulative alphabet letters for reference purposes.

Games such as adding leaves to an alphabet-tree or climbing the ABC ladder can be devised.

'ABC' Concentration can be played by preparing pairs of cards for five different letters. Mix the ten cards, and turn them upside down. Students take turns to turn over a card, name it, and match it with its duplicate.

Use the student's names to help teach letter names. For example, place some names on the chalkboard and say, "How many of our names have a letter f in them?" Invite a student to underline the letter f in any name and say it as s/he does so.

4. Context and initial consonant sounds: Practice in using context and initial consonant sound clues to figure out words.

   For example:

   Moose wants to cut a board in half. He needs a tool that begins with the same sound as sit and sang. He needs a _____.

5. Context and displayed word: Reading a phrase or paragraph in which one or two words which have been omitted are displayed on flash cards.

Children are asked to say the word.

For example:

MM carried the _____ over the broken bridge. [bus]

Are there any other ways to use the "MM" booklets?

The 'MM' booklets can be used for a variety of purposes by all students at any grade level.

Young children like to look at pictures and tell what is happening. The booklets can be used to stimulate language development in young children who need experience in oral expression. The shy youngster, who seemingly has nothing to talk about, or the child with a limited background, whose experience resources are limited, can interpret and describe the action in one of the booklets.

When story action is visually presented, young children can discover the excitement of sequence and the resolution of a conflict, for themselves. This will motivate and encourage them to read.

Besides providing oral langauge experiences, MM booklets can also be used as a stimulus for creative writing.

Some children have difficulty in writing a story. Often, two or three short sentences reflect their struggles and frustration. For these children, the teacher might suggest that they write a story of their own for one of the MM booklets. Because the story plot is visually represented children often write surprisingly long stories and so develop the skills of story writing.

Different forms of writing can be encouraged, such as:

- poetry
- secret code
- another language
- decorative print

A story can be rewritten in dialogue for a play. Have the students dramatize their favorite MM story using simple or elaborate

props, costumes and makeup.

The blank comics are useful to teach dialogue. Allow students to draw balloons and write the words spoken by characters inside the balloons. From this it is an easy and natural step to using quotation marks.

Transpose the language
- singular to plural
- masculine to feminine
- present tense to past
- first person to third person

Make a classroom 'MM' reading center for
- completed books
- books with funny endings
- books with strange endings
- same page-different interpretation, section

Draw extra pictures in an 'MM' booklet.

Dictate the story on a cassette. (These can be used as read-alongs by other children.)

Cut out the pictures and make a frieze-story across a bulletin board.

Cut out the illustrations and paste some onto blank paper to invent a different story or use them as puppets on the overhead projector.

STORY OUTLINES

The story outline for each booklet has been written down for the teacher's information NOT for convenience. Remember, you must tell the story rather than read it. Make the story telling part of your own teaching style, in a way you feel most comfortable and according to your knowledge of the students.

Monster Moose Goes to School

Monster Moose is getting ready to go to school.

His friend the bird will go with him.

The teacher says hello. The children are frightened.

The children listen to Monster Moose. He does not frighten them now.

Monster Moose reads a story to the children.

He is learning to paint.

He is learning to write.

At recess time the children and Monster Moose play on the teeter-totter. The teacher shouts, "Hold on tight."

Monster Moose Meets Two Friends

Monster Moose is getting ready to go fishing.

He forgets his lunch.

Bird tries to tell Monster Moose about the lunch. He is too busy getting ready to catch fish.

The fishing line is caught on a tree. Bird helps to free the hook.

Monster Moose tries again. This time the line gets caught around two children. The children have brought the lunch.

Monster Moose and the children share the lunch.

They catch lots of fish. They are friends.

Monster Moose and The Children Go Camping

Monster Moose is going camping.

The children are going camping. The dog is going too.

Monster Moose and bird put up the tent. They light a fire.

The children put up their tent. They have a fire.

Bird sees smoke from the children's campfire. Dog sees smoke too.

Monster Moose and children climb the hill.

"Hi!" says Monster Moose. "Hi!" say the children. "Why don't we camp together?"

Monster Moose and the children roast marshmellows. The dog and the bird eat marshmellows too.

Monster Moose and the Monster

Monster Moose is cleaning up. He has a canoe.

The children are cleaning up too.

What is that? It is the monster of the woods. The children are frightened.

No! It is only Monster Moose. He needs help.

Everyone helps.

Monster Moose and the children put the canoe in the water.

"Is everybody ready?"

Monster Moose and the children are having fun.

Are they in danger?

Magical Monster Moose

The children and Monster Moose see the dangerous rocks and waterfall.

They are frightened and try to save themselves.

Monster Moose grabs a branch. It looks like antlers. They are close to the waterfall.

Help! The branch breaks. What is Monster Moose going to do?

Hooray! Monster Moose is magical. He saves the children.

He can fly.

The children and the dog are saved. They say thank you to Monster Moose.

The children and Monster Moose sleep. Everybody is happy that Monster Moose is a magical Monster Moose.

Danger in the Bush

The children are showing Monster Moose the berries they have found.

Everyone is picking.
The dog is helping.
Who is watching them?

The bear cub is behind Monster Moose.
The mother is behind the children.

Everyone is frightened.
The boy has found something.

He is telling Monster Moose to hide.
It is hunting time.

Two hunters are coming.
Monster Moose hides.

The girl is showing them a trail.

The hunters have gone.
"Thank you," says Monster Moose, to his friends.

Monster Moose Plays Hockey

Monster Moose wants to learn how to skate.

The children are playing hockey.

"Watch out."
The boy and girl will teach Monster Moose.

"Now I can skate," says Monster Moose.
"Let's play hockey."

No one can score a goal.
Monster Moose is the best goalie.
He can play on the team.

The team is getting on the bus.
Monster Moose will ride on top.

"Stop," says Monster Moose,
"The bridge is broken."

Monster Moose carries the bus across.

Everybody thanks Monster Moose.

Cross Country-Ski Adventure

Monster Moose is skiing.
He has a present for his friends.

Now they all can go cross-country skiing.

"Put one foot in front of the other," says Monster Moose.

Monster Moose and the boy are in a race.
The girl is resting.

A tree has fallen down.
The path is blocked.

Monster Moose is lifting up the tree.

"Look out," shouts the girl, "Here I come."
She is going fast.

Hooray! She wins the race.

Snowmobile Fun

Monster Moose is opening a crate.
What is inside?

The children are running.
They want to see.

Monster Moose has a snowmobile.
But where is the other parcel?

"Look," says Monster Moose, "Here are clothes for us all."

Snowmobiling is fun.

The children are off.

The boy is hurt.
But here comes the doctor.
He is in a plane.

"I will give you a ride, Doctor," says Monster Moose.

The boy's leg and arm are fixed.
"Goodbye, doctor."

Monster Moose Helps Santa

Monster Moose is bringing presents.
It is Christmas.

Everyone is singing. They are happy.
The dog is singing too.

"Look," says the bird. "Someone is coming."
It's Santa Claus.

Santa is in trouble. He asks Monster Moose and the children to help him.

Santa cannot deliver the toys.
The reindeer has a cold.

Monster Moose helps to pull the sleigh.

The boys and girls get their presents.

Monster Moose would like to be Santa Claus.
But the clothes do not fit.